The development of the English domino game in basic spoken English class

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ABSTRACT

The goal of this study was to develop the domino game as a learning tool for Basic Spoken English students. The ADDIE (Analysis, Design, Development, Implement, and Evaluate) model was used for this investigation. This study was conducted in the English Department, with 30 students serving as subjects. These pupils were enrolled in a class called Basic Spoken English. The data collection instrument for this study was a questionnaire, a validation sheet, and an observation sheet. The validation was completed by subject matter experts and media specialists for learning and teaching English to determine whether or not the English Domino game can be used as a teaching and learning medium. The trial was done in a large group setting, with 30 students from STKIP Muhammadiyah Muara Bungo's English Department participating. The results indicate that the Domino game is an effective medium for teaching and learning to speak. The score for content validation was adequate, as was the score for media validation. Furthermore, the evaluation conducted by the lecturer of Basic Spoken English revealed that the English domino game was an excellent teaching and learning medium. Additionally, the observation score was 87.5, which is considered to be extremely good. As a result of the observation, it can be concluded that the developed Domino game not only encouraged students to be highly motivated to learn, but also assisted them in improving their speaking abilities.

KEYWORDS

Domino game; speaking; development

Received: 18 February 2022
Accepted: 28 March 2022
Published: 5 April 2022

Introduction

Speaking is one of the most important skills in mastering English as a foreign language. Because, the speaking ability can be used as a measurement in proving whether an English language learner has mastered English very well. Moreover, in learning a language, speaking ability is a key determinates communication between two or more people to be smooth and good. It is the key in a communication to convey and give messages to the interlocutor. This ability has a very crucial role in the development and mastery of foreign languages, including English. As stated by (Arends, 2008) mastering speaking skills is a top priority in mastering a second or foreign language. Because the ability to speak is closely related to the performance of a person who can show that he mastered a language. This ability is considered as a benchmark for a person's success in mastering a second or foreign language.

As students in learning English as a foreign language, the students of the English Department at STKIP Muhammadiyah Muara Bungo experience many difficulties in mastering the four English skills, especially speaking skill. This case makes those students feel afraid to speak English in front of other people, including their classmates. This problem become continuously happened in the academic atmosphere of the English Department at STKIP Muhammadiyah Muara Bungo. The students are stuck in the society where almost every student feels anxiety in speaking English, they cannot encourage each other to speak. Meanwhile, in learning English as a foreign language, they need a good society and atmosphere where they can practice without any anxiety. As it was stated in as it was stated in (Oktavia & Harahap, 2020), there are many factors influence students in learning and acquiring language, one of them is society.

Even though, in this department, there are three levels of speaking classes offered as a conditional compulsory subject for the students in each semester (semester I, II, and III), but their speaking skills are still very
low. There are still many students have difficulties in speaking English, due to the lack of vocabulary and lack of ability to pronounce the words (pronunciation).

Moreover, the students have low motivation in learning and practicing speaking. This lack of motivation is caused by the lack of media that encourage students to practice speaking. So far, they have only practiced speaking using dialogue or monologue. It makes the students feel bored and monotonous. Therefore, they are less motivated to practice speaking English. As it was stated in (Rusman, 2013) that learning media is something that is used to transfer messages and can stimulate thoughts, feelings, concentration, and desire to learn. Meanwhile, to have great English speaking skill, the students need to have a lot of practice, so they get used to speak in English and they can get familiar with many vocabularies and know how to use and pronounce it. Therefore, by practicing, the students are able to convey what they want fluently.

To overcome this problem, the researcher conducted this research to develop It is English Domino game as the teaching and learning media for Basic Spoken English class. This class is the first level of English speaking course which offered to the students. English Domino game was developed to give a new color and new feel in the learning process and speaking practice (Speaking), so the students can be more motivated in practicing through more varied ways. Of course, this students motivation will turn straight with the results of their learning, it will encourage them to improve their speaking skills. The media development was carried out in the first level of speaking so the students can master at least the basic skills of speaking English. It will help to make easier for them to take the next other levels of speaking classes.

Because game is one of the most popular learning media used by students in various age, from children to adults. Games are considered as a media that can help students to recognize, learn, and practice English language skills very easily. As it was explained by (Ellis, 2002) that games in language learning are fun activities and they provide opportunities for students to practice language in a relaxed situation. Furthermore, (Ersoz, 2000) also has the same opinion, he said that games are a fun medium, it can build high motivation for students in learning. Several previous studies have proven the effectiveness of using games (games) in language learning. Many initial researchers found that game as the supporting media helps the teaching and learning process runs very well. It creates a good atmosphere in the class. using game

This current research focused on developing a domino game as media to improve the speaking skills of English Depart ment students at STKIP Muhammadiyah Muara Bungo. Generally, domino game is used a game to kill the time. It has some dots on each stone or card. This game is a game development resembles dominoes made by wood. Each stone/wood domino consists of two words which when played the players are required to mention something related to the word they get. This game has several different rules according to the level of the game. This fun domino game media is also challenging for students to try and practice, because students are required to think about various sentences that can be said according to the words written on the domino cards. In addition, students are also required to think about arranging stone/wood dominoes by paying attention to the last letter behind the word.

English Domino game is trusted to be very effective in stimulating students’ thinking to convey the information or messages. Moreover, this game can also increase students’ motivation in learning and practicing speaking English. The development of this domino game. Besides that, it can be assured that the domino games can also foster student enthusiasm in learning and practicing speaking in English. This domino game media can be a place for students to get used to speaking without any shame. This media can also help students to be able to enrich themselves with vocabulary that can be used to speak in various contexts and also practice pronunciation. In addition, games are also competitive which can encourage students to compete with each other in enriching English vocabulary and pronouncing sentences. By playing unconsciously, students will look for new vocabularies which will increase their knowledge and understanding of many English vocabularies and practice their speaking skills in a fun way and not feel burdened.

**Literature review**

Speaking is one of active English skill that is very required for English learners, it is used a medium to communicate, to share the information, and to build the relationship in a society (Fulcher, 2003). As one of the most important skills, speaking skill is very complex. Most of English learners find it as a difficult skill, so that they keep themselves not to talk in English. Many students are demotivated to speak in English. It requires a huge motivation for students in speaking English. Those motivation can come from many aspects. As it is mentioned by (Harmer, 2007) motivation can be categorized as intrinsic and extrinsic motivation. Intrinsic motivation comes from the person itself, someone’s desire to do something without any influence from outside.

The extrinsic motivation appears because of the outside factors, it can be people, environment, things, etc. In teaching and learning process, extrinsic motivation can be appeared using a game as the learning media, especially in learning English. Game is one of the most popular learning media by students of various ages, from children to
adults. Games are considered as a media that can help students to recognize, learn, and practice English language skills very easily. As it was explained (Ellis, 2002) that games in language learning are fun activities and they provide opportunities for students to practice language in a relaxed situation. Furthermore, (Ersoz, 2000) also has the same opinion, he said that games are a fun medium, it can build high motivation for students in learning.

Several previous studies have proven the effectiveness of using games (games) in language learning (Kyle et al., 2013; Lyytinen et al., 2009; Saine et al., 2011) who have proven the effectiveness of the use of GraphoGameTM games in improving students’ ability to read Finnish texts. Then, the same thing happened in Zambian that the use of GraphoGameTM games proved to be very effective in improving the literacy skills of grade 1 students at Zambian Public School (Jere-Folotiya et al., 2014).

Not only that, a previous research on the use of game to improve students’ speaking skills has been conducted in one of the junior high schools in Yogyakarta. The results of the study were a significant increase in students’ speaking skills using the board game learning media, (Nirmawati, 2015). Students can be encouraged to have more practice when they got the relaxed situation in the class. Playing the game while learning will give this relaxed and releaved feeling, so the students can learn like they are playing.

However, as professionals, the teachers should understand how to chose the right media to support the teaching and learning process. There are notes that teachers should by the teachers about the teaching media, they need to understand the types and benefits of teaching media. Furthermore, the teachers are able to create the teaching media for the purposes of teaching, especially the two- dimensional media or graphic media, three-dimensional media, and projections media. And then, the teachers should have knowledge and skills in assessing the effectiveness of the use of media in the teaching process (Sudjana & Riva’, 2011).

Besides of having ability to choose the right media, as the professionals, the teachers are able to create the teaching media by analyzing the students need. They can design a new media or they can develop the media that can support teaching and learning process. this media can be developed through ADDIE steps, they are analysis, design, develop, implement, and evaluate (Sugiyono, 2016).

**Methods**

This current research was conducted using research and development method. It was conducted to produce the new developed domino as English domino and to assess the effectiveness of the game. The research was conducted in English Department at STKIP Muhammadiyah Muara Bungo. To obtain the required data, the researcher conducted some steps regarding to the steps by (Sugiyono, 2015), ADDIE (Analisis, Design, Develop, Implement, dan Evaluate).

Before conducting the research, the researcher did analysis to find out the students’ need, especially in improving the speaking skill. Not only that, in this analysis step, the researcher analyzed the students’ ability in speaking skill and observed the main problem students faced in speaking. In this step, the researcher found that most of students have low ability in speaking. Based on the pre test that was conducted, it was found that 75% of students got the score lower than 75. It could be seen that they had this low skill, because they were demotivated to speak and they did not do the practice to speak. The analysis continued by figuring out the suitable media which can improve the students speaking skill and students motivation in practice speaking. Based on the analysis, the researcher design English domino game as teaching and learning media in Basic Spoken English.

English domino game was designed similar to the real domino game, but it has English vocabularies instead of the dots (numbers) on the surface. This domino had been validated by the content experts and media experts. The validation was done using the closed questionnaire. After designing and developing the media, the researcher implemented the domino game to the class as the trial. The trial was conducted and observed using the observation sheet. Based on the trial, the evaluation of this media development was done.

**Participants**

This research involved 30 students who enrolled as the first semester in English Department of STKIP Muhammadiyah Muara Bungo. Those students learn English as the second or the third language. Most of students acquired this language when they were studying at Junior High School and some others started acquiring the language earlier, when they were in Elementary school. Even though they have learned English for more than five years, but their English speaking skill are still low. They do not get used to speak English, because they do not have the feeling to use this language.

**Instruments**

To find out the result of this research, there were three instruments used in this research, they were media validation questionnaire, content validation questionnaire, and observation sheet. Those instruments were used to find whether this English domino is categorized as a good media or no.
Data analysis

The results of this research were analyzed through descriptive statistic to measure the mean percentage of research instruments (media validation questionnaire, content validation questionnaire and observation sheet). The results were analyzed through SPPS to find out the percentage of validation score. Moreover, to measure the validation of media and the validation of content were conducted referred to the criteria from Ridwan (2007) as following:

Table 1. Validation score category

<table>
<thead>
<tr>
<th>Interval</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>Very Invalid</td>
</tr>
<tr>
<td>21-40</td>
<td>Invalid</td>
</tr>
<tr>
<td>41-60</td>
<td>Valid enough</td>
</tr>
<tr>
<td>61-80</td>
<td>Valid</td>
</tr>
<tr>
<td>81-100</td>
<td>Very Valid</td>
</tr>
</tbody>
</table>

Results

The content validation was done by two content experts. The experts have English education and teaching background. They work as lecturers in English Department at STKIP Muhammadiyah Muara Bungo. The validation was conducted in three aspects, they were the suitability of content with learning material, the accuracy of content, and the relevant of content with the context. This following table shows the score of content experts validation.

Table 2. The score of media experts validation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1st Validator</th>
<th>2nd Validator</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>55</td>
<td>0</td>
<td>55</td>
<td>27.5</td>
</tr>
<tr>
<td>Good</td>
<td>45</td>
<td>74.5</td>
<td>109.5</td>
<td>54.75</td>
</tr>
<tr>
<td>Not Enough</td>
<td>0</td>
<td>24.5</td>
<td>24.5</td>
<td>12.25</td>
</tr>
<tr>
<td>Very less</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on the data, it was found that the average of “Very good” response was 27.5, and then, “Good” response was 54.75, and the average of “Not enough” response was 12.25, meanwhile there was no “Very less” response from the content experts, it was 0.

Media experts’ validation results

To validate the domino game as accepted teaching and learning media in Basic Spoken English, this research involved two media experts. Those experts work as lecturers in English Department at STKIP Muhammadiyah Muara Bungo. The media validation was conducted using closed questionnaire. It consisted three aspects of assessment, they were the general aspect, the design of media, and the use of media. The results of this verification can be seen as following table.

Table 3. The score of media experts’ validation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1st Validator</th>
<th>2nd Validator</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>66.7</td>
<td>60</td>
<td>126.7</td>
<td>63.35</td>
</tr>
<tr>
<td>Good</td>
<td>26.7</td>
<td>40</td>
<td>66.7</td>
<td>33.35</td>
</tr>
<tr>
<td>Enough</td>
<td>6.6</td>
<td>0</td>
<td>6.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Not Enough</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The table 2 showed the scores from media experts validator of domino game as a teaching and learning media in Basic Spoken English class. The results found that the average score of “Very good” answer was 63.35, the average of “Good” answer was 33.35, the average of “Enough” answer was 3.3, and “Not enough” answer was 0.
**The lecturer's evaluation**

In this step, the lecturer of Basic Spoken English helped the researchers to evaluate the English domino game. This evaluation was conducted by answering the questionnaire related to the game. There were some aspects which evaluated by the lecturer, they were the design of game, the content of game, and the use of game. The results can be seen in this following table.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The design of game</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The content of game</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The use of game</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>15</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4 shows the results of media evaluation by the lecturers of Basic Spoken English. It was found that mostly answers were in “Agree” response, it was 15 responses, and then followed by “Strongly agree”, 4 responses, and 1 response for “Disagree”. Meanwhile, there was no response for “Strongly disagree”. From those responses, the design of game had all responses as “Agree”. For the content of media/game, it had 9 responses of “Agree” and 1 response of “Disagree”. Furthermore, the game had 4 responses “Agree” for the use of the game as a teaching and learning medium in Basic Spoken English class. The three aspects of evaluation were done by the lecturer can be seen from this following figure.

![Figure 1. The evaluation by Basic Spoken English Lecturer](image)

The results show that the English domino game is categorized as a good media for teaching and learning English speaking skill. It can be implemented and used to improve the students’ speaking skill. Moreover, this game is able to give new spirit for the students in practice, they can practice while playing the game. Therefore, it can be concluded that the game received positive responses from the lecturer of Basic Spoken English. However, the lecturer suggested to add more vocabularies for this game, she also suggested to make the game in some categories, such as verb categories, noun categories, and adjective categories.

**Trial**

The trial was conducted in a large group, involving 30 students of English department students at STKIP Muhammadiyah Muara Bungo. Based on the observation in this trial, it was shown that the students had positive attitude toward the game. They showed their motivation in practice. It can be seen from the result of observation sheet, it was 87.5. This score is categorized as very good score. Not only that, based on this trial, there were some improvement performed by students, whether their motivation or their skill. It was seen that the students enjoy the practice while playing the domino, they did not feel bored to join the game. They had very high motivation in practice to speak, they played the game actively.

Besides that, they played and practice following the instructions and rules. All students got opportunity to talk and to take turn in creating a connected story. They felt free to practice speaking without feeling anxiety.
Discussion

As stated by Harmer (2007), teachers are the ones who have many roles in teaching and learning stage. For being good and professional teachers, they do not only need to be the model in the classroom, but they also should be the controller, organizer, assessor, prompter, participant, resource, observer, and tutor in their class. As good teachers, they have to be able to find out any suitable and attractive media to support the teaching and learning process. The teaching media can help teachers to create a positive atmosphere in the class, especially those interactive media. Sudjana & Riva’i (2011) stated that there are some benefit of using media in teaching, included increasing students’ motivation, helping the teacher to explain the material clearer and more understandable, creating more varied teaching method, and encouraging students to be more active by doing some activities using the media.

As it was found in this research, using English domino made the class become more interactive, the students could practice speaking without feel any anxiety and nervous. Based on the finding of this research, the English domino could be categorized as very good media to support the speaking practice. Regarding to Ridwan (2007) the results of validation of media expert was very good as well as the validation score of content expert. For the media validation, it was categorized as very good. And then, for the content validation, it was found that both validators gave score which categorized as good, it was more than 50%. It can be concluded that the content experts assessed the content of English domino game is good enough, but it needs to be improved. They found that the game fits with the material of Basic Spoken English class and it is easy to be understood. The media experts said that the English domino game is well developed. It is useful to help the students in improving their speaking ability, especially the basic level. The use of game is suitable with the purpose of Basic Spoken English lecture. Furthermore, the game is interested and able to encourage the students in practice. Besides that, this game has good design and color.

Furthermore, based on the trial, the first and second observation were categorized as very good referred to Hariyati et al. (2013), they were 80% at the first observation and 87.5% at the second observation. Furthermore, the interview results showed that their motivation of learning speaking by using English domino game were much higher than before. These findings prove the theory that students can get extrinsic motivation in learning. As it was mentioned by Harmer (2007), there are two types of motivation, It is intrinsic motivation and extrinsic motivation. Media is one of the extrinsic motivation which is able to encourage students learning and practice more actively. The media is also able to create a good atmosphere which makes the community as comfortable society in learning. As it was stated by Oktavia & Harahap (2020) that there are some factors influence people to acquire the language, included society, access to the language, attitude toward language, love, and friendship/relationship.

In this research, the students played English domino by connecting the words and creating a story in turn. The students were involved to work in a group, first student started the story and the next students continued the story using the words on domino cards that had been matched. In this game, every student got opportunity to explore the vocabulary and create a chain story. As it was found in the initial study, using media in teaching and learning is important to increase the students’ motivation and to give big opportunity for the students to explore their idea (Ihsan, 2016).

As it was explained before, the research found that English domino game influenced the students to have better motivation in practice to speak. It could be concluded that English domino game is a very good media in teaching and learning Basic Spoken English. This English domino is able to create very good atmosphere in Speaking teaching and learning process. It helps the students to improve their speaking skill and their motivation to practice speaking.

Conclusion

According to the results, it can be stated that the content of the English domino game is adequate, but might be enhanced. They found that the game corresponds to the subject covered in the Basic Spoken English lesson and is easily understood. Additionally, media experts said that the English domino game is well-developed. It is beneficial to assist pupils in increasing their speaking abilities, particularly at the elementary level. The usage of a game is appropriate for the lesson on Basic Spoken English. Furthermore, the game is engaging and capable of motivating students throughout practice. Apart from that, this game is attractive in terms of style and color. The English domino game is a really good piece of media to utilize in a Basic Spoken English session, both in terms of content and presentation. As seen in the content validation and media validation results, both were classified as good media. The game received favorable feedback from content and media specialists. Additionally, it can be seen by trial and observation. Through practice with the domino game, students demonstrated an increase in motivation and skill.
Throughout the trial, it was seen that the pupils enjoyed the practice of domino and were not bored enough to join the game. They were quite motivated in practice, so to speak; they participated enthusiastically in the game. Apart from that, they practiced and played according to the directions and guidelines. Each student had the opportunity to speak and take part in the creation of a connected story. They were liberated to practice speaking without fear of embarrassment.

Acknowledgements
This research would not have been possible without the assistance of numerous wonderful people. To begin, the researchers would like to express their gratitude to the Minister of Education, who has already assisted us financially in order for us to conduct this research. Additionally, we would like to extend our gratitude to the head of STKIP Muhammadiyah Muara Bungo and the head of LP3M of STKIP Muhammadiyah Muara Bungo for granting us access and permission to conduct this research. Additionally, we would like to express our gratitude to the ICON ELTL and IJESSS committees for assisting us in presenting the results of our research and publishing them as an article. Additionally, we would want to express our gratitude to all of our wonderful students who have previously engaged in this research.

Funding
The Ministry of Education provided full funding for this research. The researchers were chosen as recipients of a research grant (Penelitian Dosen Pemula) for young lecturers. It is one of the government’s programs targeted at developing young lecturers’ (human resource) capacity for conducting research. This grant was used to conduct and publish research.

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